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ABSTRACT

This document is a comparison of three reports on secondary education prepared by the following: (1) the California State Department of Education's Commission for Reform of Intermediate and Secondary Education (RISE), 1975; (2) the National Association of Secondary School Principals (NASSP), Task Force on Secondary Schools in a Changing Society, 1975; and (3) the National Commission on the Reform of Secondary Education (established by the Charles F. Kettering Foundation), 1973. The document presents the similarities and some of the differences of the three reports in the following areas: (1) curriculum, (2) community, (3) work, (4) media, (5) individualization, (6) compulsory education, (7) credit, (8) student participation, (9) counseling, (10) student records, (11) student activities, and (11) funding. Separate sections containing the recommendations of each of the three reports are also contained in this document. (RC)

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A Comparison of the Recommendations of the RISE, NASSP and Kettering Reports on Secondary Education

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NATIONAL INSTITUTE OF EDUCATION

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A COMPARISON OF THE RECOMMENDATIONS OF THE RISE, NASSP AND KETTERING REPORTS ON SECONDARY EDUCATION

Compiled by Susan Choi, Librarian
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1976

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The compilation "A Comparison of the Recommendations of the RISE, NASSP and Kettering Reports on Secondary Education" has been prepared by Susan Choi, Librarian of the Santa Clara County Superintendent of Schools Library Information Services, as a service to school district personnel who are interested in the current reform of intermediate and secondary education.

Our appreciation is expressed to Susan.

Viola M. Owen
Assistant Superintendent
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A Comparison of the Recommendations of the
RISE, NASSP and Kettering Reports
on Secondary Education

RISE - California Department of Education. Commission for Reform of Intermediate and Secondary Education.
RISE Report, Sacramento, California, 1975.

NASSP - National Association of Secondary School Principals. Task Force on Secondary Schools in a Changing Society.
Secondary Schools in a Changing Society: This We Believe, Reston, Virginia, 1975.

Kettering - National Commission on the Reform of Secondary Education (Established by the Charles F. Kettering Foundation).
The Reform of Secondary Education, McGraw-Hill, New York, 1973.

CURRICULUM

All reports agree that students should be proficient in basic skills. They all agree on the following: communications skills, computational skills and knowledge of American civilization and government. The reports also call for either instruction or a demonstrated proficiency in the following: environmental or global education, multicultural education, values and value clarification, career education, physical condition, health, the sciences and the fine arts. Multidisciplinary approaches are encouraged. The rewarding use of leisure time is a goal in the RISE report, but the Kettering report states that use of leisure time would be a natural outcome if all other goals were met.

COMMUNITY

All reports emphasize the cooperation and intermingling of the school and community. Learning opportunities for students should occur within the community as well as the school. Also, members of the community should be participants in formulating goals and policies for the schools.

WORK

All reports ask for career education in the secondary schools and emphasize the

value of actual work experience in education. The RISE report makes occupational competence a goal of secondary education, but the other two, while recognizing the value of occupational competency, state that the first purpose of education is to "equip the students with the tools of learning," (Kettering, p. 57) and that a high school diploma should "not necessarily mean that the holder is prepared for a job," (NASSP, p. 40)

Job placement services in the secondary school are recommended in all reports.

MEDIA

The NASSP and Kettering reports both mention the broadcast media's impact on youth and ask for more research on the effects of televised violence on youth. They also ask for additional training of teachers in the use of the media in instruction. The RISE report does not mention the broadcast media.

INDIVIDUALIZATION

All reports stress the need for a variety of learning opportunities, styles and modes, and acknowledge that opportunities for learning should be provided at various times during the day, week and year. Both the RISE and Kettering reports recommend the training and retraining of teachers to equip them with a variety of approaches and skills to meet the changing needs of their students. All reports also recognize the need of some secondary students for levels of instruction found in institutions of higher education and recommend allowing the students to move from one level to another and back as their needs and abilities dictate.

COMPULSORY EDUCATION

All reports recognize the early maturation of adolescents. The Kettering report recommends 14 years of free public education until a student earns a diploma or reaches the age of 18. In their broad view of education, no one would be a drop out, for some type of learning would take place even if the student left the formal school structure. Rise does not mention an age for compulsory attendance, but does

recommend allowing a student to take, with parental and school approval, a furlough from formal education. The RISE report only recommends that certain competencies be attained before graduation. The Kettering report recommends abolishment of the custodial function of the schools and the NASSP report argues that schools should not attempt to rehabilitate youth, but merely refer those that need help to the appropriate agencies in the community.

CREDIT

All reports call for a variety of means of evaluating and measuring student achievements. The Carnegie Unit or time spent in class should not be the sole means of assigning credits. Tests of competency, observation and credit for experience all should be used to verify achievement of objectives. The Kettering report recommends a Secondary Level Exam Program to enable a student to take a test to demonstrate his proficiency in a subject.

STUDENT PARTICIPATION

All reports call for increased student involvement in decision making regarding the student's own education and in the formulation of goals and policies for secondary schools.

COUNSELING

With the increased variety of learning options available, and with the recommendations that job placement be a part of the school services, an increased burden is placed on the counseling and guidance departments. The training and organization of these departments must be changed to allow for the increasing variety of demands placed on them. Counselors must be knowledgeable and free of bias when dealing with members of minority groups, including females. Sexism is emphasized in the Kettering report along with the removal of bias in materials and counseling.

STUDENT RECORDS

The Kettering report gives several criteria for the type of information to be included in a student's record and who can review it. NASSP merely mentions that counselors should note in the student's record the occupational decisions made, the educational choices, etc. RISE doesn't mention student records.

STUDENT ACTIVITIES

Both the NASSP and Kettering reports recommend that scholarship requirements for student participation in school activities be imposed only for honor societies which are established specifically to reward scholarship. RISE doesn't mention student activities.

FUNDING

All reports mention funding of education and educational alternatives. Both the NASSP and RISE reports state that funding of schools should not be based on average daily attendance. The Kettering report also states that alternative programs set up for the student should be funded at the same level as the traditional comprehensive high school with the money following the student in his program.

CALIFORNIA DEPARTMENT OF EDUCATION
Commission for Reform of Intermediate and Secondary Education
RISE REPORT

Sacramento, 1975

Recommendations:

1. Learners should be the primary clients - the most important individuals - served by the school... learning activities should be designed and directed to meet the needs and abilities of all learners in preparing them to live in an adult world with other individuals... the learner, in addition to his/her parents and the school staff, should be involved in formulating school rules for the conduct of learners. (page 7)

2. The learner's progress in an instructional program should depend on demonstrated proficiency in achieving specified educational outcomes... each learner should be assessed by means of a systematic process that includes teacher observations, testing and other evaluative procedures... learning activities should not be confined to the acquisition of skills. (page 8)

3. Learners should be able to choose from a system of multiple options in programs and learning styles... learners of various ages and generations should be able to learn together whenever they can benefit from the experience... the learner should be able to move freely from one level or institution to another according to ability, demonstrated proficiency and educational objectives. (pages 10-11)

4. Learners should be able to gain skills and knowledge in a variety of locations both on and off the traditional school site. (page 11)

5. Learners should have wide flexibility in times for learning... school times (hours, days, months, years) should be flexible, extensive, and varied... school sites and facilities should be available and used throughout the year... attendance requirements should allow a learner to leave the school system temporarily with the approval of the learner's parents and the school. (page 11)

6. The number of learners in an educational setting should promote personalized instruction. (page 12)

7. Learners should demonstrate proficiency in essential skills... English language proficiency in the communication skills of reading, writing, speaking, and listening... proficiency in the computational skills of addition, subtraction, multiplication, and division, as well as in the use of decimals and percentages, and in the understanding of the systems of measurement... the ability to maintain a satisfactory level of physical conditioning and psychomotor coordination... an understanding of health practices... scientific and technological literacy... a knowledge of American government and institutions and an understanding of the responsibilities of a citizen in a democratic society. (pages 14-15)

8. Social concepts that reflect present and future needs and concerns should be emphasized throughout the curriculum. Instruction should also emphasize development of human values... learners should become sensitive to the techniques and intent of propaganda, slanted materials, and fallacious thinking... insight into the relationship of the individual to one's ecological, social, and economic environments. (page 15)

9. Learners should be assured experiences that promote cooperation, understanding of others, and mutual respect... be in regular contact with and learn from people whose racial, ethnic, socioeconomic, or cultural backgrounds are different than their own... procedures should be implemented for balancing, replacing, and/or removing all prejudiced or biased instructional materials from the curriculum... ensure that staff members at all employment levels reflect the characteristics of the larger society. (page 16)

10. Learners should be instructed in the processes of decision making... maturing learners should be given increasingly more opportunities to make decisions that affect their education and future. (page 17)

11. Learners should have extensive and continuing opportunities for career

awareness, exploration, and preparation... each learner should have an opportunity to gain an entry-level, marketable job skill prior to leaving secondary school. School systems... should assist in the placement of learners who desire employment while they are enrolled or after they have graduated. (page 17)

12. Learners should be prepared to use increasing amounts of leisure time in a personally rewarding manner. (page 17)

13. Learners should be introduced to, and involved in, aesthetic experiences as an essential part of the instructional program. (page 18)

14. All staff should support and promote a personalized instructional process for all learners... school systems should be permitted and urged to broaden the capabilities of their instructional staff by seeking, identifying and employing qualified persons who are not already professional teachers. (pages 20-21)

15. Counseling and advising should be directed toward assisting learners in acquiring a positive self-image to deal with problems and decisions... the counseling staff of each school should include those who can communicate appropriately with bilingual or bicultural students and parents from the community being served. (page 22)

16. Institutions that provide training for educational personnel should be willing to attest to the quality of their programs and be sensitive to changing conditions (page 22)

17. Licensing of educational staff members should be studied and periodic review considered. (page 23)

18. Local school systems should develop procedures for cooperative selection and review of staff. (page 23)

19. Staff development activities should be expanded and tailored to meet changing needs. (page 24)

20. Procedures for evaluating and dismissing educators should be simplified and improved. (page 24)

21. Schools should be assured of predictable funding at a level that will provide quality programs adequate to meet the individual needs of each learner. (page 27)

22. School systems should make effective use of community resources, and incentives should be developed for community participation. (page 28)

23. The programs of all school systems should be evaluated regularly... results of school evaluations should be made available. In the event that a learner leaves the public schools without attaining locally specified levels of proficiency in essential skills, the school should document for parents and the learner the reasons such proficiency was not achieved. (page 29)

24. When formulating policy, those responsible for governance of the schools should seek out, respond to, and consider the information, advice, and recommendations of those parties affected by the actions. (page 29)

25. School systems and school administrators should support an aggressive public information program. (page 29)

26. Intermediate and secondary schools and higher education institutions should cooperate in identifying college and university entrance competencies. (page 30)

National Association of Secondary School Principals
Task Force on Secondary Schools in a Changing Society

SECONDARY SCHOOLS IN A CHANGING SOCIETY: THIS WE BELIEVE
Reston, Va., 1975

1. A new emphasis must be placed on the consensual function of secondary schools... the many viewpoints expressed about the objectives and priorities of secondary education must be blended in each community to provide common ground for school action. (page 6)

2. Society should assume the responsibility of caring for youth who need care. The appropriate organizations for rehabilitative care are the youth and family service agencies in the community... secondary schools should assume the function of coordinating community youth and family service agencies so that student referrals will be timely, appropriate, and articulated with the school environment. (page 10)

3. Because of the nature of modern youth and the interdependence of the contemporary world, particular care should be given to developing the social as well as the personal dimension of education. The secondary school program should focus upon the needs of people collectively as well as individually. (page 11)

4. Youth should have learning opportunities in the practical and specific realm as well as those which are vicarious and theoretical. (page 16)

5. Learning is not confined to the classroom... the community as well as the school affords splendid opportunities to learn. (page 17)

6. A comprehensive secondary school curriculum will include three general categories of study... (1) Common Learnings... basic skills and core knowledge required to function in this culture, (2) Optional Courses... the chance to explore personal interests, (3) Community Programs... opportunities for learning provided beyond the classroom door. (pages 19-20) Community Programs may extend beyond the immediate locale. (page 24)

7. Common Learnings... (1) Communications: the ability to read, write, speak, listen, and interpret, (2) Quantitative Thought: the ability to use quantitative relationships to solve problems... (3) American Civilization:... the history and culture of this nation... values and processes of democratic governance... interrelationships with the peoples and resources of this planet. (page 20) Should not be required at the twelfth grade level except for those students showing a serious deficiency. (page 22)

8. Schools should design opportunities for students to consider their own value systems so as to clarify personal convictions and... to reconcile value conflicts. (page 21)

9. Multicultural understandings should be reflected throughout the curriculum. (page 21)

10. Serious attention should also be given to career awareness and career preparation... their presence is appropriate to most subject areas. (page 21)

11. Secondary schools should identify and organize the learning resources of community as well as those of the campus... new focus upon total instructional design more thoughtful attention to the nature, needs, and learning styles of students... a student to join the planning team whose task it is to identify and bring about a particular learning environment for that student. (page 24)

12. Secondary school curriculum should be expanded vertically into college level courses, as well as horizontally into the community. (page 24)... college courses should be provided on the high school campus... when such arrangements cannot be made, students should be allowed class enrollment on the college campus while still attending high school. These opportunities should be available to all serious students rather than to a small elite. (page 25)

13. The Association acknowledges the pervasive impact of the media and of the marketplace upon the educational networks of youth... new responsibilities fall

upon the school. These include the development in youth of an awareness of the other curricula, of an ability to analyze and criticize them. (page 27)

14. Television entertainment programs displaying specific acts of violence should be reduced significantly by regulation of the FCC... the allocation of new funds... to conduct further research on the relationship of youth crime to media programming. (page 28)

15. A new flexibility and attention to individualization has entered the secondary schools... student typologies range from independent learners to dependent learners... alternative approaches to learning should be available for the full spectrum of independent and dependent students. (page 30) Care needs to be directed toward identifying and diagnosing the particular needs and aspirations of individual students. (page 31)

16. Each state should provide free public education to youth to the age of majority or until requirements for the high school diploma are met... free public education should be redefined to include all educational programs organized and sponsored by the school both on campus and in the community... apply to adults age 18 or over, as well as to youth... persons who do not qualify for graduation upon reaching legal adulthood at age 18 should be allowed and encouraged to pursue the diploma at public expense until the diploma is achieved, regardless of age. (page 33)

17. The criteria for a high school diploma should be distinctive, representing an accomplishment independent of higher education or the world of work. (page 40) A diploma signifies that the student is sufficiently prepared to assume the responsibilities of adulthood. (page 41)

18. Qualification for the high school diploma should include verification by course and by competency. Competency measures should be used to evaluate skill proficiency. Credits should be used to document completion of courses and programs. (pages 42-43)

19. Secondary schools must reorganize departments of pupil personnel services available to students... must involve community as well as school; parent and teacher as well as counselor; and specialist as well as generalist. (page 45)

20. NASSP endorses the broad participation of youth in a variety of activities and athletics as contrasted to their status as simple spectators... no student in good standing in a school should be denied participation because of scholastic prerequisites. Good standing is interpreted to mean adequate class attendance and satisfactory adherence to school policies. (page 50)

21. Participation of the community in school governance can be beneficial when appropriate guidelines for participation are employed. (page 53)

National Commission on the Reform of Secondary Education
(Established by the Charles F. Kettering Foundation)

THE REFORM OF SECONDARY EDUCATION
McGraw-Hill, New York, 1973

1. Defining secondary school expectations. Every secondary school and its subordinate departments must formulate a statement of goals and develop performance criteria for students. (page 25) Goals for secondary education... achievement of communication skills... achievement of computation skills... achievement of proficiency in critical and objective thinking... acquisition of occupational competence... clear perception of nature and environment... development of economic understanding... acceptance of responsibility for citizenship... knowledge of self... appreciation of others... ability to adjust to change... respect for law and authority... clarification of values... appreciation of the achievements of man. (pages 32-34)

2. Community participation in determining secondary school expectations. Communities must participate in the formulation of goals and in continuing efforts to refine and adopt the statements of goals and objectives. (page 25)

3. The basis for curricular reform. The high schools should no longer be required to perform purely custodial functions. The content of traditional high school curricula should be revised to eliminate busy-work components designed merely to occupy the time of adolescents who are in school only because the law requires it. Revitalization of the curriculum will require attention to the earlier maturation of adolescents. Intelligent evaluation of curricular revision must grow from valid measurements of the degree to which students are achieving the stated goals and objectives of their school. (page 39)

4. Teacher training. Institutions should revise their programs so that prospective teachers are exposed to the variety of teaching and learning options in secondary education... in-service programs should be instituted to retrain teachers

presently employed to equip them with a greater variety of approaches and skills. (pages 39-40)

5. Bias in textbooks. State legislatures must ensure that procedures are established so that textbooks and materials used in the schools do not present inaccurate accounts of the contributions of various ethnic groups or inaccurate portrayals of the role of women. (page 40)

6. Bias in counseling. Counselors should ensure that all students, regardless of sex or ethnic background, are afforded equal latitude and equally positive guidance in making educational choices. (page 40)

7. Affirmative action. Every high school should establish an affirmative action committee composed of students, former students, faculty, and community representatives... to examine and report to the administration on instances of inequality and discrimination involving students or groups of students at the school. (page 40)

8. Expanding career opportunities. Students should be provided with a range of experiences and activities broad enough to permit them to take full advantage of career opportunities in their communities. (page 49) A truly broad and comprehensive vocational program must also accomodate adults and adolescents who leave school with insufficient occupational skills. (page 56)

9. Career education. Advisory councils should be established to assist in planning and implementing career education programs in comprehensive high schools... this training should involve experience in the world outside school and should equip the student with job-entry skills. (pages 49-50)

10. Job placement. Suitable job placement must be an integral part of the career education program... secondary schools should establish an employment office staffed by career counselors and clerical assistants. (page 50)

11. Global education. Studies must reflect not only the ancient characteristics

of the world, but emerging knowledge of biological and social unity. (page 62) High schools must present global studies as a concern of all students... concerned with scientific, ecological, and economic issues which affect everyone (page 64)... cultural pluralism. (page 65)

12. Alternative paths to high school completion. A wide variety of paths leading to completion of requirements for graduation from high school should be made available to all students. Individual students must be encouraged to assume major responsibility for the determination of their educational goals, the development of the learning activities needed to achieve those goals, and the appraisal of their progress. (page 73)

13. Whenever a student chooses an acceptable alternative to the comprehensive high school, local school boards should fund his education at the level of current expenditure computed for other students. (page 73)

14. Credit for experience. Secondary schools should establish extensive programs to award academic credit for accomplishment outside the building, and for learning that occurs on the job. (pages 73-74)

15. Secondary level examination. The College Level Examination Board should expand its College Level Examination Program to include a comparable Secondary Level Examination Program. (Page 75)

16. Broadcast television. Major funding sources, including both foundations and the National Institute of Education, should initiate and support extensive research into the influence of television on students' attitudes, perceptions, and life styles... to suggest changes in school curricula and instructional approach. The broadcasting industry should establish media fellowships assigned to afford secondary school teachers and instructional leaders the opportunity to study the use of broadcast television for educational purposes. (page 84)

17. Classroom use of broadcast material. Copyright laws and union contracts

should be written to make sure that classroom use of broadcast materials copied off the air is not unnecessarily restricted... books and pamphlets must be specially and carefully prepared to accompany all instruction via television. (pages 84-85)

18. Cable television. When cable franchises are awarded, the local school system should have exclusive use of three channels during the daytime... at least one - and preferably all three - of these cable channels should continue to be available for nighttime viewing by school students or for purposes of adult education. (page 85)

19. Flexibility of alternative programs. Differing time sequences - hourly daily, weekly, yearly - must be made available so that educational programs can be adopted to meet the needs of individual students. (page 97)

20. Rank in class. Articulation between secondary schools and post-secondary schools must be improved... both levels must cooperatively develop alternatives to grade point average and rank in class for assessing the scope and quality of the education received by students at the secondary level. (pages 97-98)

21. Planning for school security. All secondary school systems should develop security plans to safeguard students, faculty, equipment, and facilities. Specific procedures must be developed for faculty members to follow in case of disruption. (page 115)

22. Records of violence. State legislation should be enacted to require principals to file a detailed report on all serious assaults within schools. The information contained should form a data base from which security personnel could identify potential trouble areas and move to alleviate future problems. (Page 115)

23. Code of student rights and obligations. Every secondary school should develop and adopt a code of student rights and obligations... should include all school rules, regulations, and procedures for suspension and expulsion with explorations of how students can defend themselves through established process. (page 1

25. Right of privacy. A student's school records must contain only factual information necessary to the educative process. The entire file must be available at all times for review by students and their parents, but must not be accessible to "persons not in interest." Records should be forwarded to another school system, university, or prospective employer only at the written request of the student, his parents, or the receiving school. That part of a student's records which pertain to his mental health should contain only entries made under the direction of the student's physician and must be kept separately from his academic records. The complete record or any of its contents should be released only to the student, his parents, or to his physician at the student's or parent's request. (page 127)

26. Corporal punishment... should be abolished in all states. (page 127)

27. Student activities. Scholarship should not be a requisite for participation in sports, band, singing, cheerleading, or other student activities important to the social development of adolescents. Any student in good standing in a school should have the right to participate in any of the school's activities with the exception of honor societies specifically established to reward scholarship. (page 127)

28. Compulsory attendance. If the high school is not to be a custodial institution, the state must not force adolescents to attend. Earlier maturity - physical, sexual, and intellectual - requires an option of earlier departure from the restraints of formal schooling. The formal school-leaving-age should be dropped to age 14. Other programs should accommodate those who wish to leave school. (pages 127-128)

29. Free K-14 public education. The Congress of the United States in conjunction with state legislatures should enact legislation that will entitle each citizen to fourteen years of tuition-free education beyond kindergarten, only eight of which would be compulsory. The remaining 6 years should be available for use by anyone at any stage of his life.

30. Youth organizations. The National Association of Secondary School Principals

currently operates two of the largest organizations affecting public high school youth: The National Student Council Association and The National Honor Society. The principals' group should dissociate itself from these organizations and help them become independent national youth organizations. (page 128)

31. Sexism. School administrators and school boards... must set forth commitments to eliminate all vestiges of sexism in the schools. Areas of immediate concern are equal employment and treatment of the sexes in instructional and administrative position, equal opportunities for female students to participate in all curricula areas... and the elimination of all courses required of only one sex. All female students who become pregnant should be permitted to remain in school for the full term of pregnancy. They should be permitted to return to school following childbirth as soon as they are released by their physician. There must be no denial of the right to participate in activities because of pregnancy or motherhood, whether the girl is wed or unwed. (page 146)

32. Females in competitive team sports. School boards and administrators at the local level must provide opportunities for female students to participate in programs of competitive team sports that are comparable to the opportunities for males. The programs must be adequately funded through regular school budgets. Outstanding female athletes must not be excluded from competition as members of male teams in noncontact sports. The fact that a school offers the same team sport for girls should not foreclose this option. State activity associations should be required by statute to eliminate from their constitutions and bylaws all constraints to full participation in competitive team sports by females. If state activity associations are to continue to have jurisdiction over female sports, they should be required by state statute to have equal sex representation on all boards supervising boys and girls athletics. (page 147)

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